

Big Park Community School

ARIZONA SCHOOL REPORT CARD 2003-04

25 W. Saddlehorn Court, Sedona, AZ 86351

Sedona-Oak Creek Joint Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Steve Gardner
Schedule : 8:00 AM to 4:00 PM
Grades : K-8
2003 Enrollment : 415
Web Address : www.sedona.k12.az.us
Phone Number : (928) 204-6500
Fax Number : (928) 284-9796
E-mail : gardner@sedona.k12.az.us

Mission

Maintaining a safe environment where students are responsible and respectful. Providing a challenging curriculum. Promoting an appreciation for cultural diversity. Preparing lifelong learners who can adapt to an ever-changing world.

School / Academic Goals

ü Develop and implement curriculum which identifies learner outcomes. Assist teachers with implementation of the Arizona Academic Standards.

ü Develop and implement plans to strengthen staff development.

Instructional Programs

ü On-site Special Education
ü Gifted
ü ESL
ü Accelerated Math and Reading

Enrollment

October 1, 2002 School Year Student Enrollment : 417
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 25

Calendar Information

Number of Instruction Days : 177
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/13/2003
Last Day of School : 5/26/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Big Park Community School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Safety Issues
- ü Parent/Educator Relations
- ü Communication Enhancement
- ü Sun Safety
- ü AIMS/Standards/Assessments
- ü Performance Incentive Survey

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	2	2	0	0
10 or more years	15	8	0	0

Shared Responsibilities

School

Big Park Community School believes that all students can succeed in learning school curriculum; success breeds success; and schools control the conditions that produce successful learning.

Parents

We expect parents to support our life skills curriculum and the educational process at our school. Students should be on time to school, dressed appropriately and nourished. Parents are expected to support the completion of homework assignments.

Resources Available at School Site

Special Facilities

- ü Emac Computer Lab
- ü Media Center

Extracurricular Activities

- ü Builder's Club
- ü Fall and Spring Sports
- ü Steel Drum Band
- ü Art and Garden Club

Social Services

- ü Counseling Services
- ü Day Care for Children Under 6
- ü Literacy Program
- ü Breakfast/Lunch Program

Transportation Policy

The school district contracts with Laidlaw Transit Company.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Use of the Accelerated Math program have shown an increase in testing scores in math.

ü Accelerated Reader Model Classrooms presented to three teachers.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Yavapai County Spelling Bee Winner	2003
ü Accelerated Reader Model Classrooms	2002

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	16	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	11	10	10	9
Promotion Rate ⁶	99	99	98	95
Retention Rate ⁷	1	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	79	76
Grades 3-4	77	74
Grades 4-5	82	70
Grades 5-6	88	70
Grades 6-7	78	96
Grades 7-8	76	100

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	94	75372	100	102	101	547	533	523	0	1	9	13	20	25	42	41	36	45	37	30
All Students (Prior Year)	42	88	70809	NA	NA	NA	536	533	518	0	4	11	27	23	27	34	38	35	39	35	27
Female	20	44	36901	100	98	101	551	538	524	0	3	8	6	15	25	56	44	36	38	38	31
Male	17	50	38385	100	106	101	544	530	523	0	0	9	20	24	24	27	39	36	53	37	30
African American	--	--	3589	--	--	96	--	--	501	--	--	18	--	--	33	--	--	33	--	--	16
Hispanic	NC	30	29103	NC	100	99	NC	518	510	NC	0	12	NC	15	31	NC	69	36	NC	15	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	NC	NC	5086	NC	NC	114	NC	NC	491	NC	NC	22	NC	NC	38	NC	NC	28	NC	NC	12
White	29	63	34597	100	103	98	550	537	535	0	2	4	14	21	20	36	34	38	50	43	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	35	90	67315	100	102	101	548	534	525	0	1	8	13	19	24	40	41	37	47	38	31
Limited English Proficient Students	NC	17	16925	NC	89	112	NC	NA	482	NC	NA	27	NC	NA	40	NC	NA	26	NC	NA	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	11	11	26325				518	518	504	0	0	15	38	38	34	38	38	33	25	25	18
Non-Economically Disadvantaged	26	83	49047				558	535	530	0	1	6	4	18	21	43	42	37	52	39	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	98	75221	100	107	101	550	534	523	0	1	8	6	17	16	45	49	56	48	32	21
All Students (Prior Year)	42	87	70860	NA	NA	NA	537	537	524	0	6	9	5	6	17	56	46	45	39	41	30
Female	20	45	36833	100	100	100	558	543	526	0	3	6	0	6	15	50	50	56	50	41	23
Male	17	53	38319	100	113	101	541	526	520	0	0	9	13	27	17	40	49	56	47	24	18
African American	--	--	3597	--	--	97	--	--	510	--	--	14	--	--	22	--	--	53	--	--	11
Hispanic	NC	32	29019	NC	107	99	NC	521	513	NC	0	12	NC	31	21	NC	62	55	NC	8	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	NC	NC	5071	NC	NC	114	NC	NC	502	NC	NC	20	NC	NC	27	NC	NC	46	NC	NC	8
White	29	65	34543	100	107	97	552	536	531	0	2	4	7	15	12	39	46	58	54	38	26
Students with Disabilities	NC	10	8006	NC	250	99	NC	524	505	NC	0	22	NC	50	23	NC	0	42	NC	50	13
Students without Disabilities	35	88	67215	100	100	101	550	534	524	0	1	7	7	16	16	47	51	56	47	32	21
Limited English Proficient Students	NC	15	16853	NC	79	112	NC	NA	489	NC	NA	29	NC	NA	36	NC	NA	32	NC	NA	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	11	11	26256				540	540	509	0	0	14	13	13	24	63	63	51	25	25	11
Non-Economically Disadvantaged	26	87	48965				554	533	528	0	1	5	4	18	13	39	48	58	57	33	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	96	73654	97	104	99	554	540	530	3	5	9	0	7	13	81	77	70	16	11	7
All Students (Prior Year)	41	84	68592	NA	NA	NA	585	574	542	0	4	9	5	5	12	51	56	63	44	35	16
Female	19	45	36239	95	100	99	557	546	537	0	3	7	0	6	11	81	79	72	19	12	10
Male	17	51	37301	100	109	98	551	535	523	7	7	12	0	7	15	80	76	68	13	10	5
African American	--	--	3488	--	--	94	--	--	515	--	--	16	--	--	18	--	--	62	--	--	4
Hispanic	NC	29	28348	NC	97	96	NC	528	520	NC	0	13	NC	8	17	NC	92	65	NC	0	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	NC	NC	4947	NC	NC	111	NC	NC	507	NC	NC	22	NC	NC	22	NC	NC	53	NC	NC	3
White	29	65	33924	100	107	96	554	542	537	4	7	5	0	7	10	79	74	75	18	13	9
Students with Disabilities	NC	10	7306	NC	250	90	NC	531	506	NC	0	24	NC	50	20	NC	50	52	NC	0	4
Students without Disabilities	34	86	66348	97	98	100	554	540	531	3	5	8	0	5	13	80	78	71	17	11	8
Limited English Proficient Students	NC	12	16422	NC	63	109	NC	NA	495	NC	NA	30	NC	NA	27	NC	NA	43	NC	NA	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	10	10	25711				534	534	514	13	13	16	0	0	19	88	88	61	0	0	3
Non-Economically Disadvantaged	26	86	47943				561	540	535	0	4	7	0	7	11	78	76	74	22	12	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	125	76230	98	107	101	519	518	498	0	1	12	40	36	38	13	17	12	47	46	37
All Students (Prior Year)	76	134	72888	NA	NA	NA	499	509	494	6	6	14	52	41	40	14	13	12	28	40	34
Female	34	66	37247	97	100	100	525	522	500	0	0	11	35	36	40	13	10	13	52	53	37
Male	18	59	38725	100	116	101	506	512	497	0	2	14	50	35	37	14	26	12	36	37	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	10	35	28100	100	113	98	483	489	482	0	4	18	83	61	47	0	17	11	17	17	24
Asian/Pacific Islander	--	NC	1447	--	NC	95	--	NC	527	--	NC	5	--	NC	26	--	NC	11	--	NC	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	41	87	35389	98	105	96	524	525	514	0	0	6	34	29	32	16	18	14	50	53	48
Students with Disabilities	NC	22	9022	NC	116	105	NC	470	465	NC	0	31	NC	86	43	NC	14	8	NC	0	17
Students without Disabilities	46	103	67208	100	105	100	519	521	500	0	1	12	40	32	38	13	18	12	47	49	38
Limited English Proficient Students	NC	11	14826	NC	85	113	NC	474	460	NC	0	31	NC	80	51	NC	0	8	NC	20	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	NC	25037				--	NC	477	--	NC	21	--	NC	47	--	NC	11	--	NC	21
Non-Economically Disadvantaged	52	124	51193				519	518	507	0	1	9	40	36	35	13	17	13	47	46	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	123	76202	98	105	101	528	518	505	0	6	19	2	11	24	86	69	46	11	14	11
All Students (Prior Year)	75	133	72779	NA	NA	NA	511	516	505	9	8	21	19	12	20	51	54	43	22	26	15
Female	33	63	37231	94	95	100	530	528	507	0	4	16	0	4	24	87	75	48	13	18	13
Male	19	60	38718	106	118	101	523	506	503	0	9	22	7	20	24	86	61	44	7	9	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	11	33	28090	110	106	98	510	503	497	0	5	28	0	29	30	100	67	37	0	0	5
Asian/Pacific Islander	--	NC	1443	--	NC	95	--	NC	515	--	NC	9	--	NC	19	--	NC	53	--	NC	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	40	85	35371	95	102	96	532	520	512	0	7	10	3	7	20	84	71	54	14	16	16
Students with Disabilities	NC	24	9097	NC	126	106	NC	454	493	NC	50	39	NC	50	27	NC	0	29	NC	0	5
Students without Disabilities	45	99	67105	98	101	100	528	523	506	0	3	18	2	9	24	86	73	47	11	15	12
Limited English Proficient Students	NC	10	14780	NC	77	113	NC	500	486	NC	25	50	NC	0	32	NC	75	18	NC	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	NC	24961				--	NC	495	--	NC	32	--	NC	30	--	NC	34	--	NC	4
Non-Economically Disadvantaged	52	122	51241				528	518	509	0	6	14	2	11	22	86	68	51	11	14	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	122	74692	92	104	99	532	522	502	0	8	18	21	23	27	62	54	47	17	15	8
All Students (Prior Year)	75	127	70710	NA	NA	NA	536	545	512	9	6	17	18	16	26	49	47	42	25	31	16
Female	33	64	36710	94	97	99	534	529	509	0	6	14	20	22	26	60	52	50	20	20	10
Male	16	58	37742	89	114	98	527	512	495	0	12	22	25	24	28	67	57	44	8	7	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	NC	31	27492	NC	100	96	NC	483	486	NC	21	27	NC	42	32	NC	32	38	NC	5	4
Asian/Pacific Islander	--	NC	1428	--	NC	94	--	NC	528	--	NC	8	--	NC	20	--	NC	54	--	NC	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	39	86	34785	93	104	94	539	529	517	0	5	10	17	18	23	64	62	56	19	15	11
Students with Disabilities	NC	26	8428	NC	137	98	NC	463	472	NC	40	38	NC	40	30	NC	20	29	NC	0	3
Students without Disabilities	42	96	66264	91	98	99	532	525	503	0	7	17	21	22	27	62	56	48	17	15	8
Limited English Proficient Students	NC	NC	14363	NC	NC	109	NC	NC	459	NC	NC	47	NC	NC	34	NC	NC	19	NC	NC	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	NC	24507				--	NC	480	--	NC	31	--	NC	33	--	NC	33	--	NC	3
Non-Economically Disadvantaged	49	121	50185				532	522	511	0	8	13	21	23	24	62	54	53	17	15	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	113	71167	100	104	99	534	499	463	0	19	38	22	33	41	22	19	14	56	29	7
All Students (Prior Year)	50	135	66213	NA	NA	NA	532	501	459	0	16	39	27	30	40	41	25	14	32	28	7
Female	24	54	34825	100	102	99	528	497	462	0	25	38	30	29	42	22	17	14	48	29	6
Male	19	59	36047	100	105	99	545	501	464	0	13	38	8	37	39	23	22	15	69	28	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	NC	18	23643	NC	113	97	NC	462	445	NC	50	53	NC	30	37	NC	10	8	NC	10	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	38	90	35245	100	100	95	533	504	476	0	15	26	19	33	45	25	21	19	56	31	10
Students with Disabilities	NC	26	8095	NC	130	104	NC	449	426	NC	45	69	NC	36	25	NC	9	5	NC	9	1
Students without Disabilities	36	87	63072	100	98	99	534	505	464	0	16	37	22	33	41	22	20	15	56	31	7
Limited English Proficient Students	--	NC	10317	--	NC	111	--	NC	426	--	NC	72	--	NC	25	--	NC	2	--	NC	1
Migrant Students	--	--	614	--	--	--	--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057	--	--	--	--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	43	113	54110	--	--	--	534	499	468	0	19	33	22	33	43	22	19	16	56	29	8

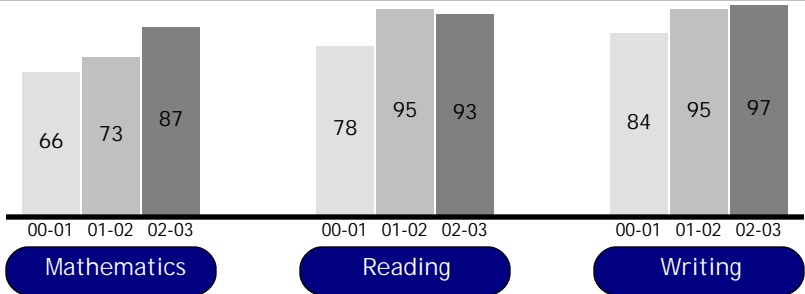
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	111	71100	98	102	99	543	527	502	6	9	25	8	22	21	36	37	40	50	32	15
All Students (Prior Year)	50	133	66144	NA	NA	NA	545	529	504	2	7	24	5	12	20	51	53	40	41	28	16
Female	24	55	34801	100	104	99	539	529	505	9	10	21	13	21	22	30	29	42	48	40	15
Male	18	56	36010	95	100	99	550	525	499	0	9	28	0	23	20	46	45	38	54	23	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	NC	16	23630	NC	100	96	NC	486	485	NC	40	37	NC	30	25	NC	30	32	NC	0	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	38	92	35198	100	102	95	546	532	515	3	6	15	9	22	18	34	37	47	53	35	21
Students with Disabilities	NC	23	8121	NC	115	105	NC	491	470	NC	36	55	NC	18	20	NC	45	21	NC	0	4
Students without Disabilities	36	88	62979	100	99	99	543	532	503	6	6	23	8	23	21	36	36	41	50	36	15
Limited English Proficient Students	--	NC	10304	--	NC	110	--	NC	462	--	NC	63	--	NC	23	--	NC	13	--	NC	1
Migrant Students	--	--	623	--	--	--	--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040	--	--	--	--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	42	111	54060	--	--	--	543	527	507	6	9	20	8	22	20	36	37	43	50	32	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	100	69001	98	92	96	519	508	490	3	8	17	11	24	37	86	68	45	0	0	1
All Students (Prior Year)	46	127	63579	NA	NA	NA	514	510	493	0	5	15	40	34	42	60	59	41	0	2	2
Female	24	50	34086	100	94	97	517	515	496	4	4	13	13	19	36	83	77	51	0	0	1
Male	18	50	34644	95	89	95	522	501	484	0	12	22	8	30	39	92	58	38	0	0	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	NC	13	22656	NC	81	92	NC	465	476	NC	30	27	NC	40	43	NC	30	30	NC	0	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	38	84	34501	100	93	93	523	514	500	0	4	10	13	23	34	88	73	55	0	0	1
Students with Disabilities	NC	14	7386	NC	70	95	NC	471	459	NC	43	46	NC	29	37	NC	29	17	NC	0	0
Students without Disabilities	36	86	61615	100	97	97	519	511	491	3	5	16	11	24	37	86	71	45	0	0	1
Limited English Proficient Students	--	NC	9662	--	NC	104	--	NC	454	--	NC	51	--	NC	40	--	NC	9	--	NC	0
Migrant Students	--	--	590	--	--	--	--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383	--	--	--	--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	42	100	52618	--	--	--	519	508	494	3	8	14	11	24	36	86	68	49	0	0	1

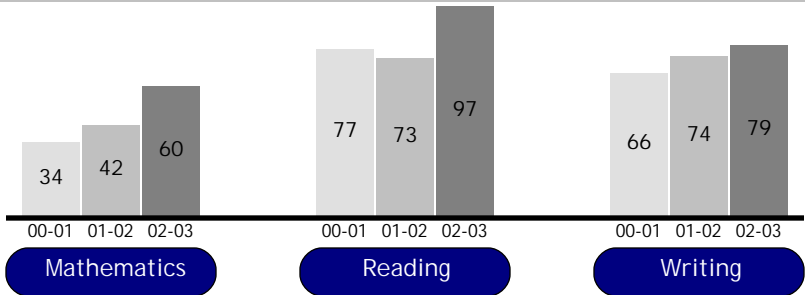
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

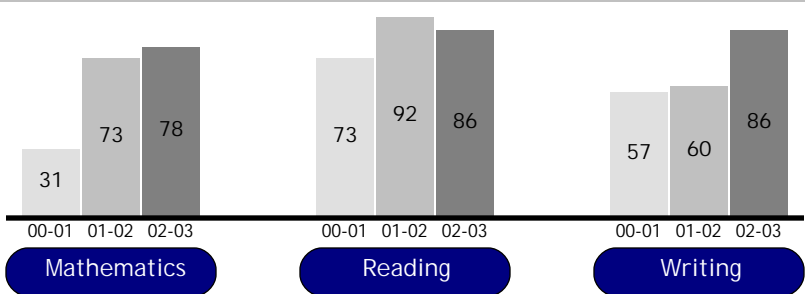
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	72	74	53	90	68	57	44	97	57	54	50
	Language	97	46	61	45	90	56	44	39	100	42	38	43
	Mathematics	97	60	65	56	90	64	58	52	100	48	57	57
3	Reading	91	52	58	50	100	57	55	43	94	77	64	47
	Language	89	45	54	55	100	59	60	50	97	70	65	54
	Mathematics	89	48	50	53	100	60	53	50	97	69	63	54
4	Reading	95	80	75	55	94	69	60	47	97	72	71	52
	Language	95	71	66	50	94	59	52	45	100	58	56	48
	Mathematics	95	74	68	56	94	67	59	52	100	66	64	57
5	Reading	96	71	71	51	93	72	75	46	100	78	72	50
	Language	98	57	59	46	93	58	62	43	100	67	60	46
	Mathematics	98	65	67	56	93	66	69	54	100	69	65	57
6	Reading	100	72	72	54	93	68	68	49	95	80	74	53
	Language	100	57	61	46	93	57	58	42	97	67	67	45
	Mathematics	100	73	77	61	93	69	68	58	98	67	71	62
7	Reading	98	70	68	53	87	85	76	48	100	70	70	51
	Language	98	72	70	55	87	82	75	51	100	72	72	54
	Mathematics	98	78	78	57	87	84	77	54	100	83	68	58
8	Reading	98	64	68	55	90	65	64	49	100	81	75	53
	Language	98	59	59	50	90	66	59	46	100	79	67	49
	Mathematics	98	75	75	57	90	79	71	54	100	90	70	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Big Park Community School is considered a safe school. One of the reasons is due to manageable numbers. Visitors are required to check-in at the Front Office and wear a badge. Younger children are supervised after school from 2:30-3:00.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Stacie Rivera	(928) 204-6500
Transportation Policy	Steve Novak	(928) 282-0528
Community Resources	Stacie Rivera	(928) 204-6500
School Nutrition Programs	Brett Greenwood	(928) 204-6760
Parent Organization	Becky Miller	(928) 204-6500
Student Health/Nurse	Goldie Wolin	(928) 204-6519

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards